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In Part II. the recent advances in the manufacture of steel have been given special attention, including the properties of vanadium steel, manganese steel, and high-speed steel. Re-enforced concrete has also received a more adequate treatment, and the chapter on this subject has been thoroughly revised and modernized. The chapter on timber has also received an equally thorough revision, and considerable material on preservative processes has been added.

Riverside Educational Monographs. Edited by HENRY SUZZALLO.
Boston: Houghton Mifflin Company. 35 cents each.

Individuality. By E. L. THORNDIKE.

Few teachers recognize sufficiently the importance of individuality in their work. The tendency is to bring all the members of a class to a common level, not only the same level of attainment, but to the same mental types and qualities. The author in this little volume points out the various individual differences and the causes which influence them.

Teachers who read it will find much of interest and profit and will have a truer conception of what they should accomplish.

Education for Efficiency and the New Definition of the Cultivated Man.
By CHARLES W. ELIOT.

These two addresses treat the same subject from two different points of view—culture and efficiency—and should do much to give teachers a better conception of standards and ideals in education. Dr. Eliot's long experience in educational work and his standing among teachers will insure for this book a wide hearing. There is much sound judgment and wisdom condensed here in small space.

The Teacher's Philosophy in and out of School. By WILLIAM DEWITT HYDE.

Much has been said during the immediate past concerning the teacher's knowledge of subject matter and of his better understanding of the child and social life. While no one will deny the importance of these considerations it seems possible that in giving them emphasis the teacher has been almost forgotten. His individuality, his culture, and his efficiency have too often been neutralized by prescribed conditions and at the present time there is great need of a philosophy of teaching, a philosophy which takes into consideration "the teaching personality and the teaching life." Such a philosophy President Hyde gives in this volume—one which every teacher will do well to read and ponder.

How to Study and Teaching How to Study. By F. M. McMURRY.
Boston: Houghton Mifflin Company. Pp. 324. \$1.25.

Professor McMurry has in this volume given a rather careful exposition of the nature of study and its principal factors, and their relation to children. In as many chapters he treats of the following eight factors in study: Provision for Specific Purposes, The Supplementing of Thought, The Organization of Ideas, Judging of the Soundness and